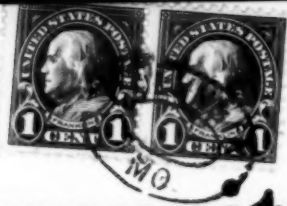


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NO. 3



## TREES

I think that I shall never see  
A poem lovely as a tree.  
  
A tree whose hungry mouth is prest  
Against the earth's sweet flowing breast.  
  
A tree that looks at God all day  
And lifts her leafy arms to pray;  
  
A tree that may in summer wear  
A nest of robins in her hair;  
  
Upon whose bosom snow has lain;  
Who intimately lives with rain.  
  
Poems are made by fools like me,  
But only God can make a tree.

—JOYCE KILMER.

KEYSTONE

# THE SCHOOL AND COMMUNITY

Official Organ of the Missouri State Teachers' Association

THOS. J. WALKER, Editor

E. M. CARTER, Bus. Mgr.

VOL. XII

MARCH, 1926

NO. 3

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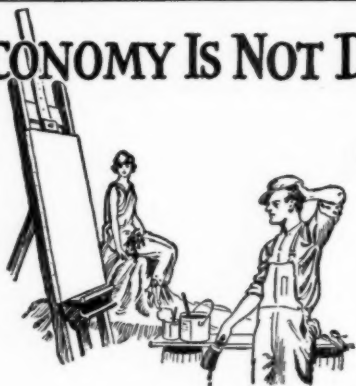
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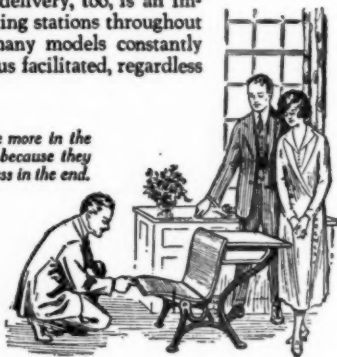
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## Callaway County Teacher Wins First Prize in Essay Contest

"HOW I HAVE INSPIRED MY PUPILS BY THE USE OF THE WORLD BOOK"

By Lura Irene Selby, Fulton, Missouri

**A**LL DURING my first year of teaching I tried to inspire my pupils with a desire for THE WORLD BOOK by wishing for it aloud, especially when I could not find what we needed in the library. Then, during the summer after school was closed I had the rare, good fortune of being able to buy a set of THE WORLD BOOK, which was received about a week before school opened in the fall. I studied them, admired them and planned how I would use them, until I was brimful of enthusiasm, and it must have been contagious because when I proudly took them to school on Monday morning and showed them to those same children, who had heard me wish for THE WORLD BOOK, they immediately began to examine and exclaim over them.

By the end of the first day every child in school had looked at several of the volumes, and most of the older ones had used a book or two in getting every lesson. They looked for and found histories of all their subjects, and got information on things that they had been wondering about during the summer. I gave the little beginners some of "the big green books" to keep them amused and quiet, and even they learned several things when they came to me and said "What does it say about this picture?" or "What kind of an animal is this?" etc.

I had acquired the encyclopedia habit in my high school and college days and hardly a recess or noon passed that I did not go to the World Book to find out something for myself so the naturally imitative children followed my example and found that the World Book never failed to give them as much or more than they expected to find about a topic.

A few weeks after school began I got one of the project books published by the Roach-Fowler Publishing Company and from it the children learned to make a systematic study of various topics. The outlines in it and in the World Book served as models for outlines on other things and some very good results were secured by following such excellent patterns.

When teaching ordinarily intelligent children it is unnecessary for the teacher to insist upon frequent use of the World Book, because the set is an inspiration in itself, especially to a book-loving child. My pupils

have used it in reading, writing, arithmetic, language and grammar, history, civics, physical education, agriculture, nature study, picture study, geography, and spelling; besides hundreds of other topics.

I have seen the World Book inspire all these things—love of the masterpieces of art, admiration of truly great people, love for flowers, protection of useful birds and animals, ideas for making various articles, thoroughness in all studies and tasks, ambition for a good education, the desire to be a good citizen, determination to be strong and healthy, ideas for various life-betterment plans, desires for certain careers, and a desire to travel and see the cities and countries described so vividly in the World Book.

I have no way of finding out how many more ideas and ideals have been inspired by the same source but I am sure that the list given above is only a beginning, because almost every day I see some child pore over one of the volumes for a time and then gaze off into space as if seeing visions of future greatness or else turn with wide open eyes to another topic, in search of more information about some new discovery.

The steps by which I have inspired my pupils to use and depend upon the World Book are these: (1) I created a desire for it by wishing for it aloud and often, (2) I bought a set and impressed the children with the fact that it was a rare bargain, (3) I let them see that I was exceedingly enthusiastic over the set, (4) I showed them how to look for topics, (5) I used the set so much for my own satisfaction that the children almost unconsciously fell into line and "followed the leader" as they do in games, (6) I got the project book and showed how to study the World Book systematically, (7) I gave all kinds of assignments to be studied in the encyclopedia and let the set itself do the rest.

The results have been better than anyone could have foreseen; they surpass even my optimistic dreams, and since the World Book has done so much good in a school of less than twenty pupils, I fail to see how the larger schools can afford to be without such a good and inexpensive encyclopedia as it has proved itself to be.

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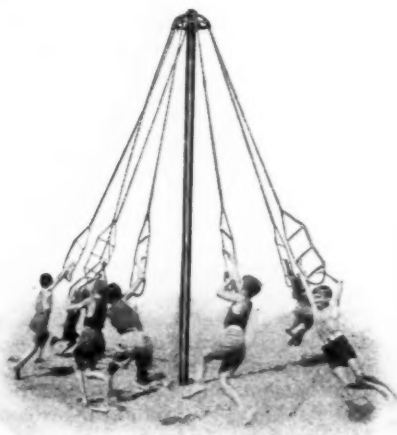
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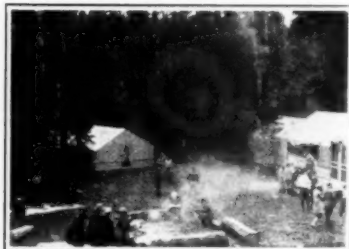
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# The School and Community

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# EDITORIAL

THE UNIVERSITY, the Teachers Colleges and the High Schools of Missouri through their faculty members who are most directly interested in the development of athletics have taken a notable forward step in organizing The Missouri State High School Athletic Association, the consummation of a movement started some time ago and completed during the Convention of School Administrators held in Columbia early in February.

## H. S. ATHLETIC ASSOCIATION

At this meeting a constitution and by-laws was adopted and a partial program agreed to. This constitution and by-laws unifies and organizes athletics on a state-wide basis and clarifies rules, regulations and procedure which here-to-fore have been more or less chaotic and vague.

The purposes of the organization as set forth in the constitution are: (a) To promote sportmanship in teams and spectators. (b) To standardize eligibility requirements. (c) To protect the interests of members of the Association. (d) To promote as well as govern contests between schools.

A Board of Control is established as follows: Chairman O. G. Sanford, Trenton; L. W. King, Monroe City; Otto Dubach, Kansas City; H. N. McCall, Carterville; and Secretary Carl Burris, Clayton.

Membership is conditioned on recognition by the State Superintendent as a school of second rank and the payment of a membership fee of three dollars if the enrollment is less than 200 and five dollars if it is more than 200.

A school may be suspended from membership by a two-thirds vote of the Board of Control and is automatically suspended for non-payment of dues.

Rules of eligibility for players are set out in detail, provision is made that one-fourth of the net gate receipts from county, district, and state meet shall be paid to the Association.

A copy of the Constitution and By-Laws may be had by requesting the same from Carl Birrus, Secretary of the Missouri State High School Athletic Association, Clayton, Missouri.

THERE IS NO better opportunity offered the teacher for instilling wholesome ideas, ideals and attitudes of citizenship among her pupils than that afforded by the observation of Bird and Arbor Days. The observation of these days has been wisely provided for by the lawmakers of our State; but such laws can do little more than call attention to the importance of the matter; the final value of the observation of these days rests, as so many others do, with the energy, initiative and desire of the teacher.

"Good manners" have been aptly defined as a liberal allowance of common-sense used with a proper regard for the feelings of others. "Good citizenship" may well be defined in the same terms, substituting "welfare" for "feelings." It thus evolves as an intelligent attitude and proper regard for the welfare of those of this and future generations and is, therefore, closely related to conservation of resources. An interest in birds will develop a knowledge of their value in preserving the balance between insect and plant life. The depletion of forests have a direct effect on the conservation of bird life and a consequent bearing on insect and plant life.

Boys can be made to see this relation. Unthinking sport which results in the killing of birds and the destruction of their eggs and nests becomes to a boy who has seen these relations not a sport but a crime and the fun of destruction is supplanted by the joy of protecting and encouraging the life that not only adds to the joy of living but contributes to means by which life is sustained.

Teachers should encourage the organization of Audubon Societies. A letter to National Association of Audubon Societies of 1974 Broadway, New York City will bring literature and directions to assist in forming such organizations.

The protection of our forests and our birds, and the planting and care of trees must supplant the careless greed for immediate gain on the part of our men and the thoughtlessness of impulsive fun on the part of our boys.



The proper observation of these two days, Bird Day on March 21 and Arbor Day on April 9th will help. We are glad to publish in this issue material which we hope will be useful to teachers in this regard.

**P**RESIDENT COOLIDGE in an address delivered before the convention of the Department of Superintendence of the National Education Association at Washington on the birthday of the Father of His Country, emphasized a side of

**WASHINGTON AS A TEACHER** Washington's character which has been too frequently overlooked by those who seek for his elements of greatness. We are not accustomed to think of this most colossal figure of American History in terms of education or as a special advocate of its application to the rank and file of citizens.

It is well to have recalled to our attention as the president did those words of Washington's Farewell Address:

"Promote then as an object of primary importance, institutions for the general diffusion of knowledge. In proportion as the structure of government gives force to public opinion, it is essential that public opinion should be enlightened."

Perhaps for the reason that they serve less the purposes of politicians than other quotations from this idealized leader, his words, advocating the establishing of a great national university and his will bequeathing property to that end on condition that the government would cooper-

ate in bringing it about, have not been kept as prominently before the public as they might have been. Are we too prone to remember that Washington was a slave owner and to forget that by the terms of the will by which he freed his slaves he provided for their education?

We are indebted to Mr. Coolidge for calling our attention to these traits of Washington's which while increasing our wonder at the vision of this Cincinnati of the West strengthens us in our faith that education is the most fundamental business of a democracy and that its support is the finest expression of true patriotism.

Closing his address the President said: "Our country has prospered, our government is secure. But that prosperity and that security flow from the school and the church. They are the product of the mind and the soul. They are the result of the character of the American people. Through and through Washington is the great example of character. He sought to bestow that heritage upon his country. We shall fail in our estimation and understanding of him unless we remember that during his lifetime he helped to build a place of religious worship; in his will he provided for institutions of learning and in his farewell address he emphasized the spiritual values of life. But what he did was even more eloquent than what he said. He was a soldier, a patriot, a statesman; but in addition to all these he was a great teacher."

### *The Book of Rural Life, Knowledge and Inspiration.*

**I**N THIS DAY when of the making of books there is no end it is not often that one is thrilled by the examination of a new book and still less by the examination of a set of "reference books." That such an experience is still possible you should not deny until you have seen the ten volume set of "The Book of Rural Life" published by the Bellows-Durham Company of Chicago. First, as an example of good book-making it demands your respect—artistic, substantial, clearly printed on good paper and illustrated in

a way that challenges your admiration and stimulates your desire to read and study the context. Second, you are thrilled by the editorship and the authorship represented—truly here is an organization that should be able to produce an attractive, a readable and above all an authoritative work. As a Missourian you feel a pride that the publishers come from a Missouri family, members of which are at the present time prominently connected with those departments and organizations that are faithfully working for the de-

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velopment and perpetuity of a wholesome rural life within our state. You are impressed with the large number of Missourians who have contributed special articles to the work as you notice such names in the list as John Ashton, member of the Missouri State Board of Agriculture and prominently connected with the "Breeder's Gazette"; C. H. Eckles, formerly Professor of Dairy Husbandry in the University of Missouri; Wm. C. Etheridge, Professor of Field Crops, University of Missouri; H. W. Foght, formerly head of the Department of Education at Kirksville; Marie Turner Harvey, of Porter School fame, Specialist in Rural Education at Kirksville and member of the Executive Committee of the M. S. T. A.; M. F. Miller, Professor of Soils, University of Missouri; Dean F. B. Mumford of the Missouri College of Agriculture, University of Missouri; Earle L. Overholser, formerly assistant in botany at the University of Missouri and now Professor of Pomology in the University of California; Louise Stanley recently chairman of the Department of Home Economics, University of Missouri and now Chief of the Bureau of Home Economics, U. S. Department of Agriculture; J. J. Tigert, U. S. Commissioner of Education, formerly Professor of Philosophy and Psychology at Central College, Fayette, Mo.; E. A.

Trowbridge, chairman of the Animal Husbandry Department, University of Missouri; the late Henry J. Waters editor of the Weekly Kansas City Star and the late J. C. Whitten Professor of Horticulture and the Experiment Station University of Missouri. These people, many of whom are well known to nearly every Missourian, are a sufficient recommendation of the authorship of some 250 of those most capable of making authoritative and worthwhile contributions to such a work.

Third you are thrilled with the purpose of the work and the contemplation of the thousands of people whom it will serve. It will be a veritable source book of plans and material for the rural teacher and a inspiration to the rural student. The farmer will find in it a hand book for the solution of many of his problems and the farm wife will welcome it as a source of helpful suggestions and directions to her daily tasks and in her aspiration for a better social life for her farm family.

For six years the editors have labored to produce this work for a special field. Their measure of success cannot be foretold by a superficial examination of the set of books, it is true, but we are tempted to prophesy that it will prove to be highly successful and far reaching in its good influence.

## High School Principals Launch Organization.

**IT IS EVIDENT** that there is an urgent need for professionalizing the position of the high school principal. For many years the city and county superintendents have had their respective organizations in addition to their departments in the State Teachers' Association. Through these organizations they have accomplished much of benefit to their position and standing, as well as to the schools they represent. The high school principals of some states have such an organization as State Principals' Associations. Through these organizations they have made great progress toward professionalizing their position.

If such work can be accomplished by the organizations of the superintendents of our states and similar accomplishments be made by organizations

of principals of other states, then it is only reasonable to believe that the principals of the state of Missouri should unite their efforts to bring about many improvements in the principalship by means of some recognized organization.

Preliminary steps for such an organization in Missouri were taken during the summer session at the University of Missouri under the guidance of Dr. E. H. Eikenberry of the Secondary School Department. At a meeting of all secondary principals a temporary organization was effected with Mr. W. Y. Lockridge as temporary chairman. A committee was selected by the chairman to take the necessary steps so the new organization would become a recognized department in the State Teachers' Association.

As a result of the work of the committee and Mr. Lockridge and Dr. Eikenberry, a permanent organization was effected during the recent Teachers' Association in St. Louis. At the meeting of members of the Secondary School Department, upon the recommendation of the president of the State Association, it was voted by those present to change the name of the Department of Secondary Schools to that of Department of Secondary Principals. A committee was selected to petition the Executive Committee of the State Teachers' Association that the name of this department be changed to that of Secondary Principals.

With this change in mind all of the officers elected were high school principals from over the state. Mr. W. Y. Lockridge, Principal High School, Marshall, Missouri, was elected president; Mr. R. L. Davidson, Principal High School, Nevada, Missouri, vice-president; and Mr. Paul A. Grigsby, Principal High School, Huntsville, Missouri, secretary.

It is the desire of the new organization to affiliate with the National Association of Secondary Principals. Committees have been selected by the chairman to make this possible. In order that a successful organization be

accomplished it will be necessary for every high school principal to take an active interest in the new organization. Its membership must not be a few high school principals over the state, but must have every secondary principal in Missouri enrolled.

If present plans are carried out, the new association will meet in Columbia, either at the time of the meeting of the superintendents or on some other suitable date. At this meeting problems that are of much concern to secondary school principals will be discussed by men that are recognized authorities on the various subjects. Such discussions would prove valuable to all principals. In addition, many vital problems that are constantly facing the high school principals could be cared for in a systematic way by the new organization.

The greatest progress is made through organized effort toward a common cause. The cause has been defined as the improvement and professionalization of the position of the high school principal in Missouri. Cooperation and effort on the part of every principal toward that aim is being sought.

—Paul Grigsby, Secy.

## A Stitch in Time.

By Nellie Lee Holt.

From the Convocation Exercises broadcast to the public schools by K F R U, Stephens College, Columbia, Mo.

**H**AVE YOU ever watched a giant engine pull its long train into a station? Have you ever wondered how the engineer in his little box could ever select the right path for his caravan? Have you ever seen him fail to find the two narrow tracks? No, he never fails. For he knows exactly which two he wants to follow. He does not need to hesitate though there are a hundred others near by. He has followed a plan. His neighbor engineer has followed a plan also. The dispatcher, the switchman, the engineer have planned. No one is confused. Each man has planned his work. Each

man works his plan. And you are a passenger who rides in safety.

The clothing you are wearing has been made with care. Each part fits the next one. Each seam follows the pattern. Otherwise the garment would be useless. The woman who makes a dress follows her design as definitely as the man who pilots a train. Design, plan, foresight, are insurance against waste of energy and material.

A stitch in time saves nine, recalls the ill-fated stocking. But it recalls much more.

Have you ever looked forward to visiting friends? How much you would

have to say, to do, to enjoy! How jealously you would protect this one opportunity. But when you arrived, your excitement cooled. Your enthusiasm withered. For they seemed too hurried to welcome you. They were not ready for you. Details of preparation for you kept them distracted. You felt in the way. They had expected you. Yet they were not prepared when you arrived. A stitch in time—that is what they had neglected. There was more at stake than a stocking. There was the delicate treasure of friendship. You left them a little estranged. The next time you were not so eager to return.

"I haven't time even to write to my friends!" "I haven't time to read." "I never get to play basket-ball." "I'd love to go out for debate. But I haven't time." Is it that we are actually so rushed, or that we are extravagant with our time? Do we plan to use our time as though it were actually the passing moments of life?

Into the average day there are crowded many details. Some receive their due attention. Others are slighted. Suppose it became impossible to slight details because each was equally important. What would we do? We would plan our work just as a railroad dispatcher, a manufacturer, or a contractor plans his.

Perhaps you saw the paving laid in your town last summer. Perhaps you watched a new bridge built. Each detail of that work was equally necessary. Nothing dared to be slighted or the wealth of the community would have been squandered, the lives of its people, endangered. As the work progressed nothing was left undone. For the contractor had made his blueprint. He had worked his plan.

For years you have watched the routine of school life. You have seen the class hours pass from one to the next without a halt, without delay, without confusion. For that succession of classes had been planned for.

Not only had the routine of classes been scheduled, but even the traffic of the pupils had been regulated. From one room to the next pupils passed without disorder. Doors were never blockaded by crowds. For a thoughtful principal had suggested which way pupils should go to reach their classrooms in the shortest time.

The dispatcher schedules his train. The contractor routes his sand-wagons. The principal directs the traffic in the halls. So the efforts of details are simplified.

Every pupil is familiar with his teachers plan book. That hoary tattered mystery controls his work. For there are the questions of examination, the plans of his daily work, the record of past assignments. Though he may squirm beneath the duties that monster outlines, he respects the teacher who has so mastered her material. "She knows her book," he says. And that book is her plan book.

The method which gives safety to the passenger, perfection to the garment, success to the contractor, order to the school, progress to the teacher's class, and pleasure to her friends, is the method of planning ahead. That method is no less necessary for a pupil. A stitch in time!—How well he understands that old proverb when examinations frighten him. Unprepared? He had forgotten to look ahead. He was too busy to get the assignment the day it was due. Why was he too busy? Is his daily program really too crowded? Or is it merely unorganized? If the pupil would put himself on an eight hour schedule, teachers would never hear the excuse, "I didn't have time." To rush through the countless details of an unorganized school day, to study this, then that, and neither completely, is not satisfactory to the pupil any more than to his teacher. No pupil enjoys facing an examination for which he is not prepared. He understands the futility of cramming. The burdens of half-completed assignments destroy the happy school life he longs for. He wants free time that is free of the hounding memory of something "to make up," something left undone.

The common sense of planning his work is obvious. But how? That is a different question. And the teacher, more experienced in planning work, should help the pupil schedule not only his class periods but also his study periods. Then he may schedule his recreation and enjoy it with a sense of freedom.

## Forestry's Birthday.

Frederick Dunlap, State Forester, Columbia, Mo.

**I**N THE celebration of Arbor Day we observe the birthday of forestry in two senses—an historical sense and a creative sense. Actually in America the establishment of Arbor Day was the way in which public interest in forestry first expressed itself; and today Arbor Day is the one most effective agency for arousing and expressing popular appreciation of forestry as it appeals to an ever increasing circle of our fellow citizens. From the beginning Arbor day has achieved its most notable results when celebrated in the schools and it remains today peculiarly a school holiday.

The benefits of Arbor Day are immediate in the improvement of the grounds in which the trees are planted and its benefits are permanent in so far as the tree planter arrives at a better appreciation of how dependent the human race is on forests and the other resources of nature. Our care must be to see to it that the trees we plant flourish in their new location but no less must we make sure that the interest of those who plant is not absorbed entirely in the separate trees that are planted but that it is enlarged to cover the whole relationship of our civilization to our forests and to all the varied resources of nature.

It is all so simple, having discovered in some field or woods or piece of brushy bottom ground a sapling tree that suits our fancy, to dig its roots out of the soil and remove it to a new site where it

can more adequately meet our need for shelter and ornament that the failure of the tree to thrive is a distinct disappointment. It is as though there were a personal breach of faith in this failure to

show proper appreciation of the distinction we have conferred upon the tree in selecting it from out the hundreds of others that were left behind. The failure is rather in our own neglect to furnish the newly planted tree with some one or more of the requirements necessary for its life or in our selection of a variety of tree unsuited to our purposes.

The kind of tree we plant must be one adapted to our soil and climate. If it grows native so much the better but our choice is by no means confined to native species. The white pine of the Lake States, the ponderosa pine of the Rocky Mountains and the Norway spruce of Europe all grow well in Missouri. The red gum from the lowlands and the tulip poplar from the neighboring slopes alike thrive under vastly different conditions in the streets of Columbia. Our

three fence-post trees, the hedge, locust and catalpa are widely cultivated far outside their natural ranges. Every one will want to make his own list of ornamental trees; in mine the red gum would stand high along with the tulip poplar, the white oak, the white ash, the white elm, the hard maple, the catalpa and the horse chestnut.

Practically all the shade trees planted outside the larger cities of Missouri are



Frederick Dunlap,  
State Forester for Missouri.

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dug up from where nature has planted them. Nursery-grown trees are better and where available they should be used. Because they are grown in rich soil, are frequently transplanted and constantly cultivated, their roots are curbed and confined to a smaller compass so that most of them are saved and sold with the tree. Besides the nurseryman has taken care to give his trees a properly developed crown—something few wild trees have.

In transplanting we must remember that trees are the most elaborately organized individuals in the vegetable kingdom and that there is such a nicety of adjustment between their roots, bole, branches, bark and foliage that any loss one of these parts suffers must be made good or balanced by a corresponding reduction of other parts before adjustment is again established. The smaller the trees we transplant the more successful the work will be. For this reason and because of the economy with which small trees can be handled we use seedling trees only a few years old when we plant forests for raising timber. Trees planted for ornament are usually several years old and six to twelve feet high in order that they may produce an immediate effect. The accompanying drawing shows better than a lengthy statement the things most necessary to bear in mind if such a tree is to be planted successfully.\* Remember that the leaves need sunshine and the roots need not only water but the oxygen of the air; see that these are available and the tree can be counted on to do its part.

And just as the tree does its part to make ours a better community and a better state to live in for us and for our children so let us do our larger part to so use this land of milk and honey, this land of fertile fields and flowing waters, of forests and plains, of sunshine and showers, that it may be for our children an even more fruitful and more beautiful home than we have found it. This is but to repay in kind to our heirs the debt we owe to the pioneers who have opened up this country for us and made it ready for our use. Their task was the subjugation of untamed nature and they have done it well. Our task is to take nature as she has been tamed and made

to do the will of man and lead her into ways of fruitfulness.

How we shall handle the resources of nature depends on what resources we are considering. Our minerals—coal, lead, zinc, marble, etc., are a gift from the geological past, fixed in amount however large that amount may be and once used never to be replaced. Unused as is for the most part our iron ore it remains forever. Economy of use and close recovery or the saving of waste for later reworking is our best guide here. Water power on the other hand runs to waste until we use it. Here the need is for early and full development.

Virgin forests have usually been viewed as mines of wood—a gift from the past to be cut away and the land put into farms. Such indeed was what happened to our forests up until 1880. Beginning about that time owners of cut-over land encountered difficulties in selling their land as fast as they cut off the timber. Their first solution was a resort to so-called high pressure sales methods which placed much land that proved unfit for farming in the hands of men who did not understand farming. Today farmers realize that high-priced labor requires fertile land to pay its wages and there is less demand than once existed for the less productive cut-over land. Neglected, this has again grown up to timber and the volunteer growth has served to teach us the lesson that timber too is a crop and does grow. An inquiry into the growth of these stands of natural second growth astonishes us in the rapidity with which they have grown and the profits possible from their growth. Too often these profits are only possible and not real for the reason that fire has left its mark in the woods so that the growing trees are too defective to have commercial value. For the wildfire that runs through the woods in Missouri is rarely the holocaust that it is in the forests of the north and west; rather does wildfire play the cheat leaving us with an empty purse. The trees are left but their commercial value is gone.

As matters stand in Missouri today there are many land-owners that are ready to work with nature and grow timber on land that they cannot farm. In so far as these are farmers and have their

\*See page 125



timber-land under fence few difficulties confront them. But the owner of unfenced land suffers from wildfire that runs through the woods each spring and fall damaging his growing timber so greatly that there may be nothing of value to harvest. The actual work of controlling wildfire in Missouri presents no difficult problem once we have a public sentiment that is thoroughly convinced that wildfire should be controlled. Protection from fire is properly the business of the public in our forests no less than in our cities and when, as it is with us, fire protection becomes mainly a problem in popular education the public is the only agency that is qualified to undertake it.

Two things are needed for the advancement of forestry in Missouri today. Among farmers there is need for a wider

knowledge of how the growth of timber can be increased and made more profitable. Among all who live in the country and all who visit the country there is need of a better appreciation of the damage wildfire does not merely to the landowner but even more to the whole community for it loses some of the prosperity that is its by right.

Existing practices have been endured for a generation and that it may require another generation to mend matters completely should not deter us from making the start. Our first progress will come through the help of those who now vote; ultimate success rests with those now in school. To them through their teachers we urge that the observance of Arbor Day be made in very fact the Birthday of Forestry.

### Some Arbor & Bird Day Suggestions.

For many years the following law has been on the statutes of Missouri. Its observance is not as general as it should be. With the assistance of Frederick Dunlap, State Forester, THE SCHOOL AND COMMUNITY in this issue endeavors to present material that will stimulate the desire to obey the law and at the same time furnish some material that may be useful in an Arbor day program.

"The first Friday after the first Tuesday in April of each year is hereby set apart as Arbor day for this state, and all teachers, pupils and patrons are requested to observe the same in their respective school districts by encouraging the planting of trees, shrubbery and flowers upon and around the school grounds of their districts, that said grounds may be rendered pleasant and attractive—a part of said day to be devoted to literary exercises, having special reference to the work in hand, as the teacher or committee in charge may direct, and the afternoon to be devoted to the improvement and ornamentation of the school grounds." Sec. 11156, Revised School Law.

Of more recent origin is the law setting aside March 21st, the Vernal equinox, to be observed as Bird Day. We direct the attention of our readers to excerpts from a report of a Committee of the United States Senate on the economic value of birds, which is printed on a following page.

#### THE TREE OF MY LIFE.

MY LIFE is like a sturdy tree deep-grounded  
in God's care,  
And nourished well and made to grow by  
earnest trusting prayer.

The roots are cords of reverent love and hold  
me firm for aye;

The trunk, undying faith that grows more  
strong from day to day.

The branches are the thoughts I think; the  
leaves the words I speak;

The blossoms are intents to do, however frail  
and weak.

As by its fruit the tree is known, so will my  
life be, too;

And when my life is growing right, my deeds  
are kind and true.

—Harriette Wilbur.

#### SANCTUARY.

WHEN SOME one has slipped you a dirk in  
the dark,

When eyes that are loving are lies;  
When some one you trusted has made you a  
mark,

And somehow the heart in you dies,  
There's dirt for you, hurt for you, trouble  
enough

To shatter the faith of a man;  
But don't ever think there is trouble so  
tough

That you can't overcome it—you can.

When living is losing its flavor to you

When worry is making you old:

When there is no joy in the thing that you  
do,

Nor truth in the thing you are told;  
There's balm for you, calm for you out in the  
wild,

There's hope for you up on the hill,  
Get up in the timber and play like a child;  
You can overcome it—you will.



Get up in the timber; the trail and the trees  
Will make you a man in a day.  
The smell of the soil and the breath of the  
breeze

Will blow all your troubles away.  
There's pine for you, wine for you, hope for  
you there

The sun and the moon and the star—  
If the ways of the city are not on the square,  
Get up in the woods—where they are.  
—Douglas Malloch.

### THE SERVICE OF THE TREES.

"HOMES!" said the forest, shagging the  
range,

"Lintel and floor, roof-beam and door,  
Homes we build and deserts we change  
To cities that smoke and roar.  
Steel and stone may come to their own,  
But first we shaped and prepared for these,  
We raise the world, who are overthrown,  
We rise and toil!" said the trees.

"Ships!" said the forest, tossing its plumes,  
"The weltering tide we master and ride;  
Oceans and smoke with hurricane dooms,  
All ports of the world beside.  
Iron and steel may set their seal  
On hull and keel, with clanging boasts,  
We have won a world to unveil and re-  
veal  
All continents and coasts!"

"Beauty!" the forest in silver light,  
Breathed dim and strange through the sun-  
set change;  
Star-crowned, striding along the height,  
Lord of the lofty range.  
"No stone takes lines of such vast designs—  
No steel such immortal mysteries!  
From the birch by the lake to the mountain  
pines,  
We dwell with God!" said the trees.  
—W. R. Benet.

### THE FOREST TROUBADOUR.

DOWN IN the heart of the greenwood, be-  
side the dim lake-shore  
Is the trysting-place of the forest folk, and  
the forest troubadour.  
There, when the blue dusk deepens, and the  
stars wheel on through space,  
The birds and the beasts and the forest folk  
creep to the trysting-place.  
Then the greenwood piper, who comes, when  
the day is done,  
From the rim of the furthestmost valley, where  
the sunset gold is spun,  
Plays, as the wood aisles darken, a haunting,  
witchlike air,  
Till even the hawk is gentled, and the gray  
wolf leaves his lair.  
So bird and beast and forest child listen in  
silent awe,  
Forget their former enmity, forget the jungle  
law,  
Then fairy bows to goblin, and toads creep  
from the rocks,  
And even the timid forest hares hobnob with  
the redtailed fox.

And any venturesome human who finds the  
trysting-place,  
And hears the piper's music, is given heart of  
grace  
To understand the greenwood speech and to  
follow, unafraid,  
The darkest trail of the forest heart and the  
wildest woodland glade.

—Henry C. Pitz.

### A BALLAD OF TREES AND THE MASTER.

INTO THE woods my Master went,  
Clean, forspent, forspent.  
Into the woods my Master came,  
Forspent with love and shame.  
But the olives they were not blind to Him;  
The little gray leaves were kind to Him;  
The thorn-tree had a mind to Him  
When into the woods He came.

Out of the woods my Master went,  
And He was well content;  
Out of the woods my Master came,  
Content with death and shame.  
When Death and Shame would woo him  
last,  
From under the trees they drew Him last;  
'Twas on a tree they slew Him—last:  
When out of the woods He came.  
—Sidney Lanier.

### SHADE.

THE KINDLIEST thing God ever made,  
His hand of very healing laid  
Upon a fevered world, is shade.

His glorious company of trees  
Throw out their mantles, and on these  
The dust-stained wanderer finds ease.

Green temples, closed against the beat  
Of noontime's blinding glare and heat,  
Open to any pilgrim's feet.

The white road blisters in the sun;  
Now, half the weary journey done.  
Enter and rest, O weary One!

And feel the dew of dawn still wet  
Beneath thy feet, and so forget  
The burning highway's ache and fret.

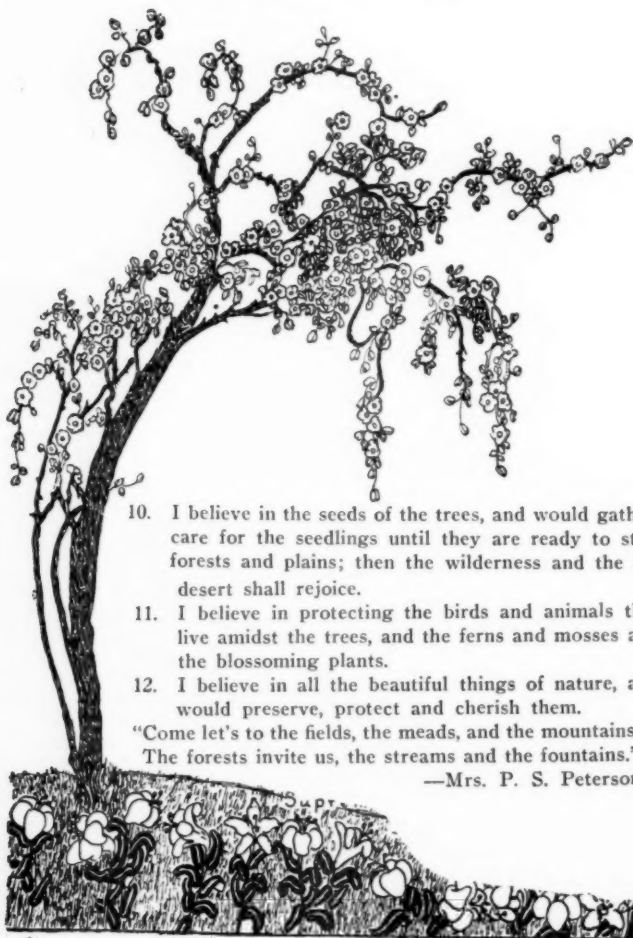
This is God's hospitality,  
And who so rests beneath a tree  
Hath cause to thank Him gratefully.  
—Theodosia Garrison.

### A FOREST HYMN.

THE GROVES were God's first temples. Ere  
man learned  
To hew the shaft, and lay the architrave  
And spread the roof above them—ere he  
framed  
The lofty vault, to gather and roll back  
The sound of anthems, in the darkling wood,  
Amid the cool and silence, he knelt down  
And offered to the Mightiest solemn thanks  
And supplication.  
—William Cullen Bryant.

## Nature Lover's Creed.

1. I believe in nature and in God's out-of-doors.
2. I believe in pure air, fresh water and abundant sunlight.
3. I believe in the mountains, and as I lift up mine eyes to behold them, I receive help and strength.
4. I believe that below their snowy crowns their mantles should be ever green.
5. I believe in the forests where the sick may be healed and the weary strengthened; where the aged may renew their youth, and the young gather stores of wisdom which shall abide with them forever.
6. I believe that the groves were God's first temples, and that here all hearts should be glad, and no evil thought come to mar the peace; I believe that all who seek shelter within these aisles should guard the noble heritage from harm, and the fire fiend never be allowed to roam unwatched.



7. I believe in the highland springs and lakes, and would have noble trees stand guard around them; upon the mountain sides I would spread a thick carpet of leaves and moss through which the water might find its way into the valleys and onward to the ocean.
8. I believe in the giant trees which have stood for thousands of years and pray that no harm shall come nigh them.
9. I believe in the axe of the trained woodsman and would have it hew down the mature trees of today that we may secure lumber for our needs, and the trees of smaller growth have more light, air and space.
10. I believe in the seeds of the trees, and would gather and plant them, and I would care for the seedlings until they are ready to stand with their brothers in the forests and plains; then the wilderness and the dry land shall be glad and the desert shall rejoice.
11. I believe in protecting the birds and animals that live amidst the trees, and the ferns and mosses and the blossoming plants.
12. I believe in all the beautiful things of nature, and would preserve, protect and cherish them.

"Come let's to the fields, the meads, and the mountains,  
The forests invite us, the streams and the fountains."

—Mrs. P. S. Peterson.



## BIRD PUZZLE.

1. There's a bird whose name tells if he flies fast or slow;
2. One which boys use when with long strides they go;
3. There is one that tells tales although he can't sing;
4. And one that flies high, but is held by a string.
5. By one a high rank in the army is held;
6. There's another whose name with one letter is spelled;
7. There is one that a farmer in harvest would use;
8. And one you can easily fool if you choose;
9. What bird, at dessert, is it useful to hold?
10. And which in the chimney place oft hung of old?
11. Which bird wears a bit of the sky in its dress?
12. Which one always stands in the corner at chess?
13. There is one built a church, of London the pride;
14. We have one when we walk with a friend by our side;

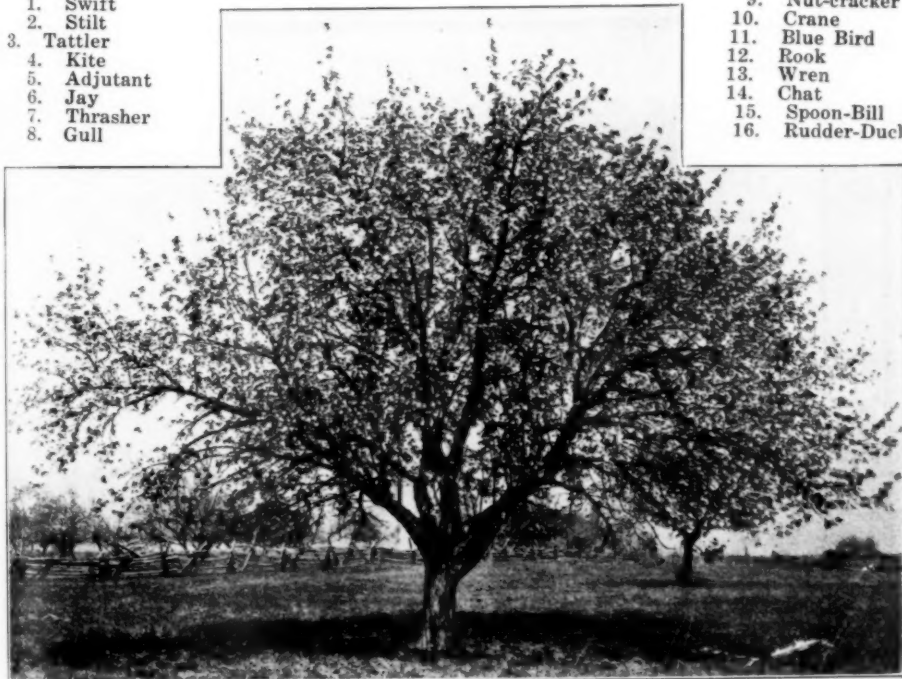
15. What bird would its bill find useful at tea?
16. And which would its tail use to steer with at sea?
17. Which proudly a musical instrument wears?
18. And which the same name as a small island bears?
19. Which bird is called foolish and stupid and silly,
20. And which always wanting to punish poor Billy?
21. Which bird is an artisan, works at his trade?
22. And which is the stuff of which flags are made?
23. One, we're told by the poet at Heaven's gate sings;
24. There's one which in Holland the new baby brings.
25. What bird have we with us in eating and drinking?
26. One, used for a fence, you can say without thinking.
27. What bird is a scoffer, a scorner, a jest?
28. Which is one too lazy to build her own nest?
29. From a high wind at evening one name is inferred.
30. Guess these, and you're wise as Minerva's own bird.

—Selected.

## Answers to Bird Puzzle.

1. Swift
2. Stilt
3. Tattler
4. Kite
5. Adjutant
6. Jay
7. Thrasher
8. Gull

9. Nut-cracker
10. Crane
11. Blue Bird
12. Rook
13. Wren
14. Chat
15. Spoon-Bill
16. Rudder-Duc



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- |                    |                  |
|--------------------|------------------|
| 17. Lyre-bird      | 24. Stork        |
| 18. Canary         | 25. Swallow      |
| 19. Loon           | 26. Rail         |
| 20. Whip-poor-will | 27. Mocking Bird |
| 21. Weaver         | 28. Cuckoo       |
| 22. Bunting        | 29. Nightingale  |
| 23. Lark           | 30. Owl          |

### WITHOUT BIRDS SUCCESSFUL AGRICULTURE WOULD BE IMPOSSIBLE.

**I**ncreased acreage and larger crops means a vast increase of insect life as the result of a more constant and abundant supply of food. Even now, despite the incessant warfare waged against them, insects are not diminishing in numbers. On the contrary, in many localities they are increasing. Especially are new pests finding their way into the country, and as these usually are unaccompanied by the enemies which keep them in check at home, they frequently run riot in the new-found paradise. Well-known instances are the cotton boll-weevil and the gypsy brown-tailed moths. To birds then, we must look for allies in the continuous warfare against insect pests, and if they are to play, even the same relative part in the future, as they have in the past, they should not only be protected, but determined efforts should be made to increase their numbers and make their work more effective.

What would happen were birds exterminated no one can foretell with absolute certainty, but it is more than likely—nay it is almost certain—that within a limited time not only would successful agriculture become impossible, but the destruction of the greater

### THE BROWN THRASHER. By Courtesy of Nat'l Audubon Society.



part of vegetation would follow. It is believed that a permanent reduction in the number of birds, even if no species are actually exterminated, will inevitably be followed by disastrous consequences.

—National Geographical Magazine.

## The Economic Value of Birds to Agriculture.

An excerpt from the Senate Committee's Report on "Migratory Bird Bill" about 1912—

**"A**NYONE who has read recent estimates of the decrease in insectivorous birds and the increase of herbivorous insects can readily believe that as the mammals succeeded reptiles insects will soon possess the earth, unless some agency is discovered to check their increase.

"We are prone to bear the usual and slowly accumulating burdens with dull resignation and patience. The life and property losses and taxes that are inherited and constant we take for granted. It is the concentrated and unusual calamities that shock and excite the spirit of opposition and the desire to prevent a recurrence. By the sinking of the Titanic, 1,300 lives were lost, and the world was filled with fear and sympathy. Tuberculosis claims 190,000 victims a year in this country and pneumonia 160,000, yet we bear this awful loss of life with the passing comment that it is a great pity.

"As long ago as 1904, Dr. C. L. Marlatt, basing his estimates on the crop reports of the United States Department of Agriculture, asserted that the loss to the agricultural industries in that year caused by insects alone could be conservatively placed at \$795,100,000, and this estimate does not include a dollar for the use of insecticides.

"Mr. Forbush, in his most comprehensive book entitled 'Useful Birds,' maintains that the insect pests destroy agricultural products to the value of \$800,000,000 a year. We use large numbers so freely in these days that hundreds of millions mean no more to us than hundreds of thousands did a few years ago. There are about 600 colleges in the United States today. Their buildings and endowments have been centuries in accumulation. The value of the college and university buildings is estimated at \$260,000,000 and the endowments at \$219,000,000. If they should be destroyed tomorrow—buildings and endowments—the insect tax of one year would replace them and leave a balance sufficient to endow 32 new universities in the sum of \$10,000,000 each.

"We have in this country today about 20,000,000 school children, and the cost of their education has become by far the heaviest tax laid upon the surplus of the country, yet it costs more by many millions to feed our insects than it does to educate our children. If there is any way in which the vast and destructive tax upon the national income can be prevented or stayed or resisted in any appreciable measure it would seem to be the part of wisdom to act without delay.



"For many years individuals at their own expense and voluntary societies and representatives of the civilized nations the world over have studied and estimated the value of birds to the human race. We call attention at this time to but a few of the estimates made, and such as seem to be fair and reliable, but enough, we think, to prove that in this country at least we have ruthlessly disturbed, if not destroyed, one of nature's wisest and most valuable balances between the birds and their natural food, and it is clear to those informed upon this subject that unless radical and immediate measures are adopted to restore a sure, safe and natural equilibrium between insectivorous birds and their foods the time will soon come when the annual loss caused by insects to agriculture in this country alone will be counted in billions instead of millions of dollars.

"Most insects like the green leaf louse, or aphid, so destructive to the hop industry and many other of our most valuable fruits and vegetables, reproduce their kind at the rate of ten sextillion to the pair in one season. This number means 40,000 for every square inch of land that is above water. Placed in Indian file, 10 to the inch, it would take light, traveling at the rate of 180,000 miles per second, 2,500 years to reach the file leader.

"The potato bug is less fecund. One pair will reproduce from fifty to sixty millions only in a season. The natural increase of one pair of gypsy moths would defoliate the United States in eight years.

"These estimates I quote from Prof. Forbush, who in turn gathered them from the United States Biological Survey, and we may say that these cases are fair examples of the reproductive powers of the insectile world. Locusts, army worms, and chinch bugs, unless checked in procreation, soon become countless hordes, devastating wide areas of the earth's surface.

"It is to be remembered that insects live to eat. Some of them increase their size at birth 10,000 times in 30 days. Dr. Lintner, of the New Jersey Board of Agriculture, reports 176 species of insects attacking the apple tree. (U. S. Biological Survey). About the same number attack the peach, plum, and cherry trees. Dr. Packard finds 400 species feeding upon the oak; 300 attack the conifer. The number feeding upon cereals, grains, and garden crops is also very large.

"The reports of the Bureau of Entomology show that destruction by some insects is widely spread and is increasing. Dr. Marlatt estimates that the loss to the wheat-growing States in 1904 occasioned by the Hessian fly was about \$50,000,000. Dr. Shinar es-

timates the damage done to crops in the Mississippi Valley caused by the chinch bug in one year as high as \$100,000,000. The Rocky Mountain locusts, in years of their greatest activity, caused the States of the Northwest more than \$150,000,000. Dr. Lintner estimates the annual loss to farmers caused by cutworms at \$100,000,000. The terrible loss of \$800,000,000 a year is fairly easy of proof.

"That the worm does not eat everything that grows is due to several causes—weather, parasites, fungi, insect diseases, insectivorous birds, and mechanically applied poisons, which are expensive, unnatural, and dangerous. However large may be the share of parasites, fungi, and weather in checking the increase of destructive insects, investigation shows that it is lamentably insufficient, and the briefs of the bird defenders pretty clearly indicate that the birds have been, are, and will be without question one of the most important agencies in staying the inroads of insect devastation. Men who have had this subject at heart and in hand for many years assert that bird life is one of the most indispensable balancing forces of nature.

"We cite a few instances in support of the foregoing. All birds eat, and most of them eat most of the time, and they eat insects and little else. The old bird has just as keen an appetite as the young bird, and he is much larger and his daily ration is almost incredible.

"Mr. Treadwell, of the Boston Society of Natural History, fed a young robin 68 angle or earth worms in one day. Mr. Nash, of the Ontario Department of Agriculture, fed a robin 70 cutworms a day for 15 days. A young crow will eat twice its weight a day of almost anything that happens to be brought before him. The State ornithologist of Massachusetts, Mr. Forbush, by careful and painstaking observation has collected much reliable information on this subject. He has seen two parent grossbeaks in 11 hours make 450 trips to their nests carrying two or more larvae at a time. Sparrows, chickadees, vireos, martins, and warblers made from 40 to 60 trips an hour with their beaks filled with all manner of insects. Under the supervision of the United States Biological Survey he crops of 3,500 birds were examined. Thirty grasshoppers and 250 caterpillars were found in the crops of cuckoos. In the crop of a nighthawk we found 60 grasshoppers and in another 500 mosquitoes; 38 cutworms were found in the crop of a blackbird; 70 cankerworms were found in the crop of a cedar bird. Prof. Tschudi estimates the diet of a song sparrow at 1,500 larvae a day."

### STUPIDITY STREET.

I SAW with open eyes  
Singing birds sweet  
Sold in the shops  
For the people to eat—  
Sold in the shops of stupidity street.

I saw in vision  
The worm in the wheat  
And in the shops  
Nothing for people to eat  
Nothing for sale in stupidity street.  
—Ralph Hodgson.

## Johnny Applesseed.

By E. R. Smith in "National Apple Week" 1923.

ONE DAY early in the spring of 1801 as Isaac Stedden worked in the clearing near his cabin in Licking County, Ohio, he saw a strange-looking traveler approaching on horseback. Travelers were rare in those days, and, notwithstanding the odd appearance and manners of this man, Mr. Stedden offered him the scant courtesies of his cabin. He remained only a few days and had little to say of himself or his destination, but while he tarried as a guest he talked chiefly of planting apple trees so that the settlers might have other food than the wild meat and fish found in the forests and streams. He took from his saddlebags a quantity of apple seeds and planted them about the cabin and then departed.

Five years later another settler, who had cleared away the forest and built a cabin on the banks of the Ohio river, a little above what is now Steubenville, saw a queer craft coming down the river. It consisted of two canoes lashed together. A lone man was the "crew." He was oddly and scantily dressed, barefoot, and he wore for a head covering, or hat, a tin pan. This, it was found afterwards, served the dual purpose of hat and stew pan in which he cooked his food—corn-meal mush and coffee.

He informed the settler that his name was John Chapman and that the cargo in his canoes consisted of bags of apple seed, which he had gathered about the cider presses in New York and Pennsylvania, and that he intended to plant them and grow apple trees for the settlers. He set about his work at once. Following the streams and their tributaries he stopped and planted apple seeds wherever he found suitable ground for a nursery. He enclosed these spots with fences made of brush. Each year he returned to care for the growing trees and to plant new nurseries. When settlers came he urged them to plant trees and advised them as to what varieties to plant. It is said that his favorite apple was the Rambo. A substantial proof of this is disclosed by the fact that this particular apple was afterwards found on nearly every farm in the region traversed by this pioneer nurseryman.

He kept ahead of the settlements and each year planted apple seeds farther west. In this way he covered most of Ohio and came far into Indiana. For more than forty years he kept steadily at his work, and doubtless there is no other region in the United States where the early settlers planted so many fruit trees as were grown in Johnny Applesseed's territory. There still remain many old orchards bearing fruit on trees taken from the Applesseed nurseries. "The good that men do lives after them."

Probably the most nearly authentic account of John Chapman and his work is found in the Historic Annals of Ohio, published by the Ohio Historical Society in 1861. It is there stated that he was born in Massachusetts in 1775. Little is known of his early life

except that he loved nature and he was markedly unselfish. His half-sister, who survived him, related many beautiful stories of his boyhood days. He loved the undisturbed forest. The sight of flowers on the open prairie was a feast to him. He looked upon all nature as his friends. He was never known to injure or to kill any living thing except one rattlesnake, and that he always regretted.

After he came to Ohio his mission in life seemed to be to plant apple trees and teach Swedenborgian religion. His frequent visits to the settlements were looked forward to with delight and no cabin door was ever closed to him. To the men and women he was news carrier and oracle. To the children he was friend and playfellow. He taught the boys to make sleds and wagons. To the little girls he brought bits of ribbon and bright calico. He appreciated the loneliness of pioneer life and made it brighter wherever he could. He carried always a leather bag filled with applesseeds and was constantly planting them in the open places in the forests, along the roadways, and by the streams. He soon was known as the "applesseed man", and later his real name, John Chapman, seemed to disappear altogether and the name "Johnny Applesseed" was the only name by which he was known.

Johnny Applesseed is described as a man of medium height, blue eyes, long, light-brown hair, slender figure, wiry and alert. He wore but little clothing and that, for the most part, was obtained by trading apple trees to the settlers for cast-off garments. Usually while traveling through the forests his only garment was a coffee sack with holes cut for his head and arms. He said clothes should not be worn for adornment—only for comfort. He went barefoot most of the time, even in winter. He was a strict vegetarian, eating no meat or fish. He believed it was wrong to take life in order to procure food. This, no doubt, added to his zeal in urging people to plant and grow fruit.

He rarely sought shelter in a house, and when he did so would always sleep on the floor before the fireplace with his kit for a pillow. Except in very bad weather he preferred to sleep in the open forest.

The latter part of his life he lived with a relative near what is now Mansfield, Ohio. It was while he lived there that the war of 1812 was fought, and many of the active scenes of this war occurred near his home. One incident of this war is related that illustrates well his self-sacrifice and his devotion to friends. Late one evening word came to the few settlers who had taken their families to the Block House for refuge, that the Indians were advancing upon them; that Wallace Reed and Levi Jones, nearby settlers, had been killed. Excitement ran high. The settlers in the Block House were unarmed and the nearest body of troops was at Camp Douglas, thirty miles away. A consultation

was held and it was decided to send a messenger to this camp to ask for assistance; but who would go? Volunteers were asked for. A meek, bare-headed, bare-footed man, unarmed, but with a countenance full of determination and void of fear, stepped forward and said "I will go." It was Johnny Appleseed. The road he had to travel was a new cut path through the woods, rough and dark. He ran through the forest, stopping at the few cabins on the way, warning the settlers to flee to the Block House. At break of day he returned with a detachment of troops to guard the settlement, he having made the long journey in one night.

For more than forty years Johnny Appleseed traversed the forests and prairies of Ohio and Indiana caring for his trees, teaching farmers apple culture and assisting them in planting and caring for orchards. And today it is a rare thing to find a farm in the country he traversed that does not have its orchard.

He had several nurseries in northern Indiana. One day he heard the cattle had broken down the fences about one of them near Fort Wayne. He started there on foot to put it in repair. The weather was cold and disagreeable—snow was falling. At night he stopped at the home of Mr. Worth for shelter. It was readily granted him. He declined a bed and prepared to read and pray. He read the Psalm beginning "Blessed are the pure in heart", then prayed for blessings upon all men and nations and for comfort for all who were crippled and distressed. He prayed for universal happiness and peace, then lay down to sleep. In the morning pneumonia had developed and a few days later he died as he had lived, at peace with all the world.

Mr. Worth and neighbors buried his body in the David Archer graveyard, two and one-half miles north of Fort Wayne. His grave is unmarked.

The story of Johnny Appleseed is retold to keep alive the memory of this pioneer and his work in developing fruit growing in parts of the middle West.

It is a simple story, but it seems fitting to tell it once more, because Johnny Appleseed did something—did something worth while.

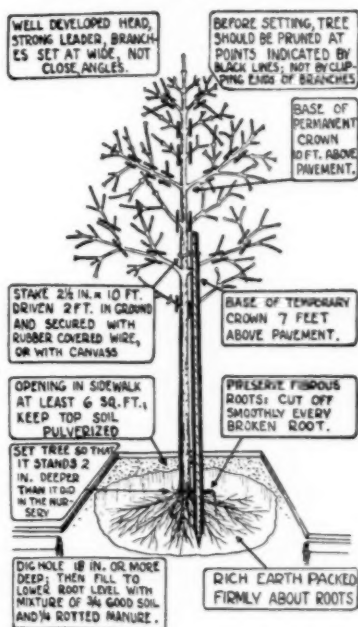
He made the "two blades of grass to grow where there had been but one", and a century of progress and improvement has not entirely effaced his work. The farms and orchards of Ohio and Indiana bear testimony of his worth and intelligence.

It does no harm, once in a while, to look into the dim past and try to see the beginning of the fields, cities, homes, roadways, and other conveniences we now enjoy.

It awakens a sense of gratitude towards those who wrought for us.

Johnny Appleseed brought us the apple tree and taught our forefathers how to grow and develop it. The retelling of the story of his work is a simple tribute to his memory, the placing of a flower on his grave, as it were, by those who are now trying to extend the work he began a hundred years ago.

## HOW TO PLANT A TREE.



## PLANTING A TREE.

What do we plant when we plant the tree?

We plant the ship which will cross the sea;

We plant the mast to carry the sails;

We plant the planks to withstand the gales;

The keel, the keelson, the beam and knee—

We plant the ship when we plant the tree.

What do we plant when we plant the tree?

We plant the houses for you and me;

We plant the rafters, the shingles, the floors,

We plant the studding, the lath, the doors,

The beams, the siding, all parts that be—

We plant the house when we plant the tree.

What do we plant when we plant the tree?

A thousand things that we daily see;

We plant the spire that out-towers the crag;

We plant the staff for our country's flag;

We plant the shade from the hot sun free—

We plant all these when we plant the tree.

## The Aims, Purposes and Accomplishments of the Parent-Teacher Association.

THE NATIONAL CONGRESS of Parents and Teachers has a four-fold purpose in carrying on its ideals, through work in its circles all over the United States, and it is plainly set forth in the motto "Child-Welfare in the Home, Church, School and State". This, if carried out, puts no limit to the work which may be done by adults for children.

This does not mean that all work which might be undertaken by a Parent-Teacher circle in its enthusiasm and zeal to do something, could be classed as good work, that is, work which should be undertaken by such a group; an organization set apart "to bring the home and the school into closer relationship."

There should be no overlapping of work done by a Parent-Teacher circle and any other organization, there is room for all. Each has its own specific work to do, and no doubt would be kept busy if it hews to the line. However, in carrying on our work there is a great field for cooperation with other organizations and much splendid work can always be done when specialists in any line choose to use helps and information available from specialists in all complementary lines.

When the call was sent out in 1897 for the first Congress of Mothers, out of which grew the present Congress of Parents and Teachers, the founders, Mrs. Theo. Birney and Mrs. Phoebe Hearst, (both women of broad outlook on social conditions and needs) felt that the foundation of civics and social betterment could be reached by more comprehensive care of children. It was the first time in history that mothers of a nation had been called together to consider their own responsibilities as mothers and the relation of the home to civic and social life.

The Congress was the pioneer organization in studying and promoting every phase of child-welfare movements, because without parents cooperation, no real betterment can be secured for children.

Mrs. Birney, in her first address to the Congress, said in part: "The age in which we live is a time of specialized work and of organized effort. It has therefore seemed to us good that the highest and holiest of all missions, motherhood, the family interest upon which rests the entire superstructure of human life and the element which may be designated as the foundation of the entire social fabric, should now be the subject of our earnest, reverent consideration."

"Let mothers, fathers, educators, ministers, legislators, and mightiest of all in the swift far-reaching influence, the press, make the child the watchword and work of the day and hour."

Although this message was given in 1897 it is no less true today.

As time went on and our cities grew from overgrown villages to great masses of activity, and new methods of transportation were brought into use making it possible and in

many cases preferable for our teachers to live in one part of our cities and teach in another, and when the rural teacher stopped "boarding 'round," with the families and chose for herself a boarding place where she might live her life apart from her school, then the need was felt as never before that if the best interests of the child were to be considered the Congress must not only have its circles in the public schools but the teachers themselves would have to be brought into the organization in an active way, making it possible for parent and teacher to become acquainted and united in their efforts on behalf of the child. Hence, the Parent-Teacher Association as we know it.

The Congress has emphasized the necessity of an educated parenthood, urging all parents to assume their full responsibility in the rearing of their children. In the early years the discussion of all topics pertaining to the welfare of the child was carried on in the circle meeting but as the membership has grown and other things have crept in, it has seemed wise to have such work carried on through subsidiary groups. These groups are called mothers' study circles, pre-school study classes, reading circles, fathers' clubs, etc.

The National Congress of Parents and Teachers carries on its work through the National Office at 1201 Sixteenth Street, N. W., Washington, D. C., thirty-three standing committees which are in five departments and the "Child-Welfare Magazine" its official organ.

One of the most outstanding pieces of work carried out in the last five years was the Leadership Class at Columbia University, New York in 1922. In 1923 and '24 this university began to offer credit courses in its summer sessions. This was done in cooperation with the National Congress of Parents and Teachers.

In Missouri we have ever been awake to the ideals of the Congress and have tried to always keep before us the fact that this is a non-interfering, non-sectarian, non-political organization. Realizing that it is in the schools not to run but to assist them, not to set forth any religious views but to carry an abiding faith in God and love for all our fellowmen, and not to dabble in politics but to be always awake, making it our business to be familiar with current issues and their effect upon childhood in general.

The State work is carried on through nineteen committees grouped in four departments, with the District President looking after the organization work in her District. We have a State Bulletin monthly.

When the National urged Leadership Classes, Missouri took steps at once to provide her people with them and in cooperation with the State University at Columbia we were able to have our first course at the University in the summer of 1924. Last year we had them at Missouri University and the Northwest Teachers College at Maryville. This

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year we hope to have them at the two places mentioned and Central Teachers College at Warrensburg.

We have grown from a membership of five hundred with forty-six circles in 1912 to a membership of 47,904 when the books closed last June. At this time we have 633 circles in the state that have paid State and National dues.

Missouri has much good literature for the use of its circles, has splendid program outlines, and sees that a large envelope of literature both State and National, reaches every President.

It also maintains a Scholarship Fund Department.

Several of our cities maintain Scholarship Funds of their own. These are to keep worthy, needy children and young people in school, and are supported by the Circles and Councils.

There has been much work done to secure material helps for the schools and while the Parent-Teacher organization is not a money making concern, still we do try to do our work in the best interest of the child, and if a new drinking fountain seems to be the right thing to carry out that interest, and there is not enough money in the school fund to supply the fountain, why we of course are only too glad to go to work and get it.

The matter of new school buildings has been one of the chief concerns of Parent-Teacher Associations everywhere, and many children are enjoying modern up-to-date buildings and equipment that have been secured largely through the efforts of the Parent-Teacher Associations.

The following are some of the things supplied by the Parent-Teacher Associations throughout the State: playground requirement, hot lunches, sanitary toilets, drinking fountains, improved school grounds, pictures, musical instruments, kindergartens, music

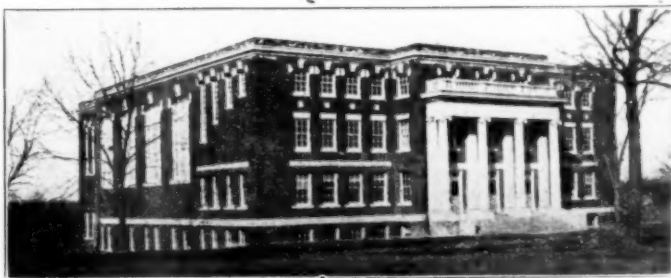
supervisors, luncheons for teachers, dances, teas, picnics, card parties, and socials for members and friends, pianos, water jars, curtains, screens, domestic science equipment, sheds to protect horses of school children, bought speedograph duplicators, lamps for school rooms, shades, books, magazines, food and clothing for needy families, securing and adding to libraries, put the Bible in public schools, had fire escapes put on buildings; luncheons, flowers, ribbons, pins, parties and ice cream furnished graduates, maps, sponsored girl scouts, boy scouts, camp fire, girl reserve, and social groups, purchased records, sent flowers and cards to sick, courses in home nursing, millinery, dressmaking, furnished school telephones, rest rooms, nurses rooms, play ground supervisors, free milk to needy children, also glasses and treatments for eyes and teeth, bought flags, and weighed and measured children to carry out health program.

Let me urge you, dear teacher, to have a Parent-Teacher circle in your school. It will mean work, yes, it will mean that you will have to exercise an unlimited amount of patience and tact, it will mean that there may be times when you will even wish that you had never had such an organization and then it will mean that there will be times you wouldn't give it up for anything, and after all, these things are good for your development as well as for the people with whom you come in contact, and unless we are willing to give of ourselves we should not expect to get for ourselves.

The Parent-Teacher Association as it is maintained in our Public Schools is the most far-reaching organization in the world today because it brings together people from every walk in life, from all denominations, from all clubs and lodges, all with the common purpose—the welfare of the child.

Mrs. Herbert E. Fairchild.

#### CULVER-STOCKTON COLLEGE, CANTON, MO.



L. L. Culver Gymnasium of Culver-Stockton,  
Canton, Mo.

L. L. Culver Gymnasium, a new \$150,000.00 structure, is 98 by 119 feet, with a basement, and a sub-basement, having full windows on three sides. The sub-basement is under the west half and contains a laun dry. It also holds a swimming pool, finished with a layer of white glazed brick. The equipment is very complete and up to date. It is a model plant for Physical Education.





# State Department of Education

## APPROVED RURAL SCHOOLS AND SCHOOL PUBLICITY.

**T**HE REASON why we do not have more approved rural schools in some counties is because representatives from the Department have not yet gone over all the counties. They have not had time to do this after completing their demonstration work in mid-winter. When the state has been covered by our rural supervisors there will be a creditable showing of approved schools throughout the state.

The friendly rivalry among counties to secure the greatest percentage of rural schools gives evidence of a healthy educational growth and further demonstrates that the county superintendents, teachers, and patrons, are exercising a strong initiative thereby contributing to lasting improvements in their counties.

An approved rural school means more than ever before because a rural school, to be approved, must meet the highest standards ever set for attainment. For this reason we know that rural education is being directed in the right channels.

A valuable, friendly, and forcible friend to education in each county will be found in the press. Editors embrace every opportunity to give much space for school publicity. The press creates good will and builds up favorable public opinion, the two factors so necessary for the educational welfare of the state.

County superintendents and all others responsible for educational work in each county do a number of good pieces of work each year worthy of publication, but unless this is placed in the hands of the editors of our papers the effect is largely lost. Likewise the pupils throughout the state accomplish things worthy of publication each year.

Commercial concerns spend millions of dollars each year in advertising for the purpose of creating good will and building up public opinion in order to get people's support. Every advertisement is a news story if properly written. Every merchant knows the value of good will, for without it his store will not receive patronage to support it.

There is no measure for the service we can render the school system by freely using the news columns of our local papers to publish school news. People do not hesitate to support schools when they know the schools are doing good and effective work. Undoubtedly the most effective way to bring the good work to the attention of the greatest num-

ber of people is through the newspapers of each county.

### Education Costs.

From various sources, both by innuendo and by direct statement, we are hearing that the schools are costing too much. Necessarily such a position is taken by those unfamiliar with the facts or by those, who, being familiar with the facts, wish to injure the educational system.

In 1925 the people of the United States spent seven times as much for things that people two generations ago had no use for, and much of which they had never seen, as was spent for public education. In round numbers the public schools cost \$1,600,000,000, each year and in the same period \$15,000,000,000 is spent for what some call luxuries. Yet no one can or should object to people enjoying luxuries not enjoyed by our forefathers, because we have progressed and our needs and standards of living have changed.

Twice as much money is spent paying life insurance premiums each year as public education costs. Yet life insurance is quite universally approved.

In 1925 there were \$6,600,000,000 spent for building construction in the United States, more than three times what was spent for public education. Certainly it is agreed this building construction was needed.

When one says it costs \$48,000,000 a year to support public education in Missouri it sounds like a huge figure. Yet if we knew the total income in Missouri we would find \$48,000,000 was a small per cent of our total income. We can gain some idea of this from the total national income of the American people which was about \$65,000,000,000 last year. When we consider that the whole public school system in addition to higher education costs \$1,800,000,000 and is less than 3 per cent of the national income, we find educational expenditures are not large.

No educator or those interested in the welfare of education promote the idea of people doing without either the necessities of life or object to the enjoyment of luxuries by the people. However, what they do ask is that the school system, the institution which does so much, in cooperation with the home and church to preserve and transmit those sacred principles which our forebearers bought with their lives, receives its just share of support out of the expenditures of the people. There are no expenditures of the American people which yield greater returns than those invested in our schools.

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**Demonstration Work in Teacher-Training Schools.**

**I**N ORDER to give teacher-training students who will become teachers in the rural schools of Missouri next September some added advantages in the way of practice teaching, two members of the Department, Miss Cora Morris and Mrs. Clara Wills, are now doing demonstration work in teacher-training classes. This gives the students more teaching experience under supervision and is an effort to cooperate with the teacher-training teacher and the school in general in order to provide good rural teachers. These visits are not for inspections and have nothing to do with determining the schools' standing.

While it will not be possible to do this work in all teacher-training schools, it is the plan for these women to visit the greatest

number possible for the remainder of the year.

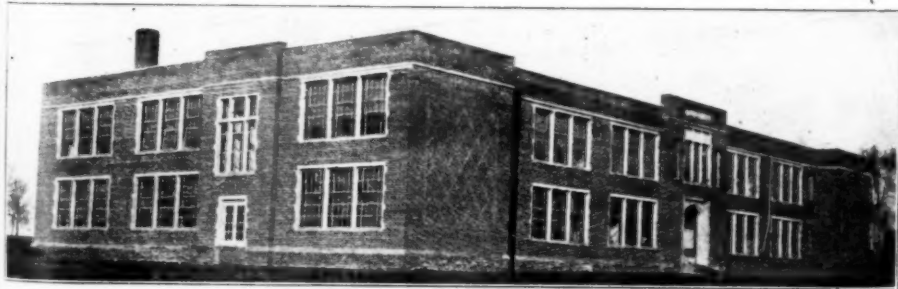
By letter the visitor suggests to the teacher-training teacher that during her visit she wishes to see the class conduct the following recitations:

1. Primary reading—stressing eye-movement habits. D Class.
2. Geography or history—solving some problem. A Class.
3. Grammar or arithmetic—developing some principle. B or A Class.
4. Silent reading—organization of material. C or B Class.
5. Poem or picture study—appreciation. Any class.

The visitor will also wish to hear the members of the class discuss their teaching, and to see the art work and note books. If distance and weather permits she will visit a rural teacher from last year's class.

**NEW HIGH SCHOOL BUILDING RECENTLY DEDICATED AT TARKIO, MISSOURI.****Outstanding features of the new building:**

Cost completed \$100,000.00. Everyone says "a lot of building for the money." Many who have seen it say that it compares favorably with many of the best new buildings in this section that cost from \$150,000.00 to \$200,000.00. Entirely fire proof. Not a stick of wood in the building only in the finish. Has 17 class rooms, exclusive of science laboratory, cooking and sewing laboratories, agriculture laboratory, manual training shop, study hall, teachers rest rooms and office. Besides this there is an auditorium that seats 500 people. Also a gymnasium with dressing rooms and showers and office of the coach. The gymnasium will seat about 400 spectators. The gymnasium floor is regulation size. Corridors have 500 lockers for students. Floors thruout the building are concrete, covered with battleship linoleum. Gymnasium floor and manual training shop are of wood. Corridor floors are of terrazzo. All rooms are scientifically lighted and heated, and ventilated. Has study hall equipped with tables and chairs. Has a very complete time system. A master clock in the office and a secondary clock in every room with a buzzer inside. Has a complete telephone system with a telephone in every class room and a switchboard in the office. Window shades are of the latest design, adjustable from top and bottom and made of canvass material. Building was constructed for future needs since it will accommodate at least 400 to 500 pupils. Located ideally in extreme southwest part of Tarkio on a large tract of ground with plenty of space for play and athletics.

**Other Features:**

About one year ago bonds for this building were voted by a big majority. Bonds sold at a good premium and building started about middle of last May. Classes have been held in building since the first of the present year. Outside of building is of fine brick with some beautiful designs. Building covers an area of 186 feet in length by 100 feet in depth and is two stories high, no basement.

## LAWSON, MO., PUBLIC SCHOOL BUILDING.

**T**HE LAWSON PUBLIC School building was erected in 1915. It contains eight class rooms, a large laboratory, a lunch room, a commodious auditorium, a library room and an office for the superintendent. The building is a modern one. It is well lighted, has large and spacious halls, toilets and drinking fountains. Everything about the building is always kept in first class condition, and the school is known throughout Ray County as "The Spotless School," a name conferred upon it by the county health officer. Professor Godwin, in carrying out his plans for school improvement has been ably assisted by Miss Margaret Ruth Young, Principal of the High School for the past seven years. The following improvements have been made in order that athletics might be put on a regular basis, and the Students now have their regular class periods in athletics, and to this end the following equipment has been provided: A tennis court, a basket ball court, volley ball courts, horizontal bars, horizontal ladders, swings, two slides, two diamonds on which indoor base ball is played by both the boys and the girls, and a portable jump and vault standard.

The school grounds are now equipped with everything that is required by the State Department of Education, making the Lawson school 100% efficient in the matter of athletic equipment.

All of the various departments of the school have kept pace with the improvements made in physical education and in all of this work the Board of Education has been a unit in their co-operation.

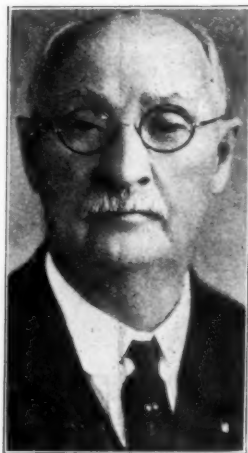


**Mr. J. F. Godwin, Superintendent, Lawson, Mo., Public Schools.**

Mr. Godwin is now closing his sixth year as superintendent at Lawson, a position he has filled with the greatest of satisfaction to the community, the patrons of the school and the board of education. His ability as an executive, as a teacher and as a leader of the young folks of the community along the right paths has won for him a high place in the esteem of the entire Lawson territory.

He received his education at Grand River College, Edinburgh, Mo., and has the distinction of having been a school mate of General Enoch H. Crowder. Some time after completing his college work he began teaching in the country schools of Grundy County Mo. and since that time he has efficiently filled the following positions:

- Superintendent of the Westboro, Mo., Public Schools;
- County Superintendent of Schools for Atchison County;
- principal of the Rock Port, High School;
- principal for ten years of the Floyd School at St. Joseph;
- principal for three years of the Ralston School at Omaha; and is
- serving his sixth year as superintendent at Lawson.



Since he began teaching he has attended all of the State Teachers' Associations held in Missouri and three in Nebraska, as well as two National Associations.

## Lo, the Poor Debate Judge.

CONSIDER THE POOR school debate judge, and considering have compassion on him! Of all the herd of extra-curricular goats he is the big ram.

The ways in which he became a judge are devious. Perhaps the first year he came into a city high school he had a few regular outside duties, and because he seemed to have time the principal used him in response to the many calls for judges. Or he may have once won a public speaking contest in the Squash Corners ungraded school, and thereby qualifies. His recommendation may be that he is a teacher of English and therefore has something to do with oral composition, or a teacher of history who is supposed to have some knowledge of the facts involved in the conventional debate questions. More likely still, he is just a good fellow who cannot say "no," thus making it easy for the principal of his school to send him.

It is never pleasant to be thrust under a responsibility for which one is not by training qualified. Yet obviously, under present conditions, unqualified men are forever running about the country doing the thing that they feel entirely unfitted for.

Moreover, the debate judge, in the long run, operates inevitably at a loss. Waiving for the moment the question of the value of his time, in theory he receives expenses. But when he itemizes his expense account he hesitates to include some incidentals. If he is a smoker he has purchased an extra cigar; if the train ride is long he buys an extra magazine to while away the weary hours. On occasion he lacks time to shave before the journey and must bear the cost of a barber's service; perhaps he is required to remain at the scene of the battle overnight and after the heavy cannonading at the auditorium seeks relief in a midnight lunch. The chances are that none of these items will find their way into his expense account. Ten years of experience have proved to me that my cash deficit will average between fifty cents and a dollar for the trip. Other judges corroborate this.

You would not believe some of the examples of niggardliness which we debate judges might tell you. I know of a case in which train schedules necessitated a man's going without lunch or dinner and then being told that his expense check would be mailed to him some time later. At another time a judge rode electric cars for more than an hour, broke a path through six inches of snow for a quarter of a mile in a temperature fifteen degrees below zero, and was not even reimbursed for his expenses. Again a judge drove ten miles and back in his automobile and after he rendered a decision adverse to the home team he was neither paid for his gasoline nor thanked for his service. The watchdog of the school treasury not infrequently splits a nickel to avoid paying a judge two or three cents more than actual expenses.

It would be unfair to leave this phase of the subject without testifying to the few towns in which the practice is generous. There

are school officials who, without inquiring as to expenses, invariably hand over a bank-note that is certain to cover the cost of the trip with a liberal margin left over. At other schools the treasurer adds a dollar or two to the itemized expenses to provide for incidentals. I regret that I can not name one town that I know. When a judge is scheduled to appear there his colleagues almost congratulate him on his good fortune.

Under the old three-judge system we teachers who bore the brunt of the work in our vicinity condoned the seeming miserliness on the ground that at best the expenses were heavy. But now comes the one-judge system in which the individual responsibilities are much heavier and the necessary cost has shrunk. The single judge dares not make a mistake. His analysis must be so careful and clearly organized that he can make a convincing defense of his decision; he must add to his bag of tricks a new one, for he must speak distinctly, persuasively, and gracefully, often in an auditorium in which the acoustics are wretched. Worst of all, he must bear alone the odium of having decided against the home team—and if you think he always escapes insult under such circumstances, just try it once.

If debate is a worthy educational agency (as it certainly is), if interscholastic competition is necessary to stimulate interest in it (as all experience tends to prove), and if unprejudiced experts are essential to fair decisions, whose business is it to pay the piper? Certainly not the piper's.

Every week during football and basketball seasons I see athletic experts who are my fellow-teachers collect twenty-five dollars for officiating at games. Their expert service is certainly worth it and I do not begrudge them the money. But the knowledge required for their work is no greater and no rarer than that which the debate judge should command. Furthermore there are at least two officials to share the burden in athletics. And finally, the scoring of points in their contests is so obvious, so readily calculable that only rarely is the honesty or judgment of the official assailed.

I know that debate does not make the turnstile click so merrily. But I know also that the expenses for debate include only travel costs. I know further that schools somehow managed to finance debating under the three-judge system, and that the money formerly paid to three judges would compensate a single judge for his trouble. Moreover, I contend that the educational value of debate is sufficient to justify the diverting of funds from more profitable school activities to finance it, especially since the alternative is a great imposition on the teachers who act in official capacities sometimes as often as twice in one week.

In conclusion I submit these statements of principle:

1. Student debators and their schools are entitled to the service of expert judges.

2. Expert judges can really be developed only under a system of compensation.
3. Good-natured amateur judges are entitled to protection from the injustice that is being done them,
4. School officials who are guilty of discourtesy and stinginess are not entitled to any judge's service.
5. A good judge is entitled to at least ten dollars besides expenses.
6. If any one must be out of pocket in order to keep interscholastic debate going, the loser should be the school conducting the debate and not the disinterested judge.

I understand that the one-judge system has been popularized under the sponsorship of a department of the Missouri State Teachers' Association. Why can't that department do something to secure fair play for judges? I believe that interscholastic athletic organizations designate a list of acceptable officials. Wouldn't it be possible to form a similar list of debate judges? You'd be surprised to find how many of us there are who now can not refuse that would not want to be advertised as seeking the job for ten dollars if left to our own choice.

JURIDICUS.

## High Points in the Building Program.

L. McCartney Superintendent of Schools, Hannibal, Missouri

WHEN IT became evident that Hannibal must take up the question of a school building program in a comprehensive manner, the question of issuing bonds to finance that program was the first to be considered. In the summer of 1923, the voters of Hannibal took favorable action on a bond issue of \$600,000.00. At that time the amount of the bond issue was as large as it could safely be made under the constitutional limitations and in view of bonds already outstanding. The people voted these bonds three to one without any serious struggle on the part of those promoting the bond issue. The community was ready for the question and the demand for new school houses was already great on the part of the voters.

Immediately after the announcement of the success of the bond election, one of the citizens of Hannibal (Mr. W. B. Pettibone) announced to the board that he would be personally responsible for the erection and equipment of one of the six units contemplated by the board. The amount of this gift is slightly over \$200,000.00. Together with the bonds voted by the people it brought the total amount of funds available for the building program up to \$800,000.00. This is approximately forty dollars per capita based on the entire population including all ages. If we apply this basis of forty dollars per capita to each city in the state, we can readily see what it signifies. Rating St. Louis at a population of eight hundred thousand, forty dollars per capita would call for thirty-two million dollars for school construction. Applied to the entire state of Missouri, placing the population of the state at three and one-half million, it would produce one hundred forty million dollars for school house construction. We are devoting sixty million dollars to a state highway building program; and we are very proud of this fact. What would be the result if Missouri could see its way clear to devote one hundred forty million dollars to a school building program?

In the Hannibal building program we have started by providing for the youngest children first. Our observation is that many cities have strained their financial resources by erecting palatial structures for high school work at a time when the small children were housed in very inadequate buildings. The

Hannibal program is based upon the fundamental idea that if thoroughly modern buildings are provided for all the small children, the people will take care of the question of proper provision for high schools and junior colleges. We have implicit faith in this proposition, and we are basing our action upon it.

The entire building program includes six units of construction. Four of these have been finished and the buildings are now in use. The other two will be completed in the coming summer, and can be used next fall. All of these buildings provide gymnasiums, auditoriums, and libraries for the elementary grades as well as for junior high school work. Three of the buildings will contain junior high school organizations; and these buildings are fully equipped with shops and laboratories for manual training, home economics, and general science. The buildings themselves are all constructed according to modern methods, and the interior arrangement in each case is based upon the newer conception of the life of elementary schools and junior high schools.

### Measuring Results of Teaching.

But when can results be measured?

Can it be in this world or the next,  
Or after our students have left us,  
And are with life's problems perplexed?

When the world sits by in judgment,  
And measures the task that is done,  
Judging of each student's fitness  
By the sum of success he has won?

Yes, then the results can be measured,  
But not, even then, as a whole;  
For who has the keenness of vision  
To measure the growth of a soul?

'Tis only when this life is over,  
And we come to the end of the way  
Of the long path which we have travelled.  
Even down to life's closing day;

When the soul returns to its Maker,  
And stands before His great throne—  
'Tis then that results will be measured,  
And the teacher come into her own.

—Blanche S. England  
First Grade Teacher  
Crystal City, Mo.



# ITEMS of INTEREST

## NOTES FROM THE FIELD.

### By State Department of Education.

Since January 4, the checking of rural schools for classification as first or second class has been completed in Atchison, Holt, Andrew, Grundy, and Daviess counties.

By the close of the present school year Atchison County expects to have between 50% and 60% approved schools. Holt County will have 37%, Andrew about 20% and Daviess will have 18%. It is interesting to note that in Atchison County all rural schools except six have a set of reference books, in Holt county all except five schools have a reference work, and in Daviess County more than 50% of the schools have a reference work.

Many schools in the district are now preparing for the spring contests. In addition to the state-wide spelling contest many county superintendents are conducting contests in writing, arithmetic, essays, posters, declamation and oratory. Miss Eva Page of Grundy County gives, in addition to these, a Bible contest (memory work and Bible stories) and a flag contest (including the pledge to the flag and regulations as to the display of the flag). Supt. E. C. Duncan of Gentry County is giving this year, in addition to his usual contests, a music memory contest in which much interest is being shown. The contest, consisting of twenty well known selections will be broadcasted from Station WDAF, Kansas City Star, on the evening of March, 10.

Two school board conventions were held in Holt County, January 13 and 14, with the following program each day:

Talk—Why I Like to Attend A First Class School—By a pupil from a first class school.

Talk—Why I Like to Teach in a First Class School—By a teacher from a first class school.

Talk—What a First Class School Means to the Health of the Child—By the County Nurse.

Talk—Rural School Plans—By Rural Supervisor.

Announcements—By County Superintendent.—Conference.

A similar meeting was held in Atchison County, February 27.

There are ten high school systems in Harrison County and all of them are first class. Gilman City, Eagleville, Hatfield, Blythedale, and Cainsville all have new buildings. All of the buildings, with the exception of Martinsville, are good substantial structures and the people of that community plan to vote on the proposition of bonding the district for a new building at the next election.

Bethany people are talking of a new

building, or an addition to the present one. The board of education plans to enlarge the building sufficiently to give more rooms for the high school, and also, to provide room for a junior college which they hope to establish.

Ridgeway is planning for something better in the way of a building. If these plans go through, the high schools of Harrison County will have buildings equal to those of any county in the state.

Parkville, in Platte County, has organized a third class high school. The pupils of this little city have been getting their high school training in the academy of Park College, but the management of the college is planning to discontinue this work so that a public high school is a necessity. The Parkville patrons have built a nice building and hope to have a first class high school in a few years.

During the administration of Supt. O. G. Sanford, Trenton has, with the exception of one building, provided new buildings, both for grade and high school, for the entire city. The school system consists of four buildings, two grade buildings, one junior high, and a senior high school building. The senior high school building, also, houses the junior college. About one hundred pupils are enrolled in the college.

Agency and Rushville schools in Buchanan County have been raised from third class to second class schools. Supt. Fred Roach, the county superintendent, can now drive to all of his high schools on the pavement.

DeKalb County has eight high schools. All of them have made improvements in some way and two have found it necessary to hire an additional teacher because of the increase in the enrollment in their high school.

### Spelling Contest.

The Executive Committee of the State Teachers Association has appropriated \$100 for a cash prize to be distributed to the winners in the State Spelling Contest in Jefferson City during the County Superintendents' Convention April 26-29. In addition, the Department will give a certificate of award to the winners of first, second, and third places in each of the three divisions.

Reports from the county superintendents and teachers all tell of the great interest the pupils and students are taking in both the public and parochial schools of the state. The chief value of the contest will be realized from the large number who take part in every district in the state. Every child who

is enrolled in any rural, elementary, and high school in Missouri has an opportunity to win the state championship in their respective divisions.

The Department sent out no word list because it was thought this would restrict the preparation of contestants for the state contest too much. Our word lists have been chosen entirely from the newspapers, but no word will be used which the weekly newspapers do not use. By this method those competing will learn to spell the words they are accustomed to reading and using in conversation.

The South Central Teachers Association District composed of Gasconade, Phelps, Dent, Maries, Franklin, Crawford, and Pulaski counties will hold a district spelling contest. The following committee will have charge of the contest in this district: Supt. A. F. Borberg, James Hess and J. H. Brand. These men will serve with the committees chosen from each teachers' college district who will have charge of the state contest.

The organization of the sixth district will enable more to compete in the preliminary contests and district contests as well as add three to the number in the state event. There will be eighteen competing in the state contest.

#### WESTERN ARTS AND MID-WEST VOCATIONAL ASSOCIATIONS TO MEET AT DES MOINES.

The 33rd annual convention of the Western Arts Association and the 12th annual convention of the Vocational Association of the Middle West will meet in joint session March 17-20, 1926, at the Hotel Fort Des Moines, in Des Moines, Iowa.

These associations stand for research and progress in the field of general education in relation to Art, Home Economics, Industrial Education, Vocational and Commercial Education, Agriculture, and Printing.

The program includes the best talent the country affords. Emphasis will be placed on recent tendencies in the general development of the subjects. Mr. Royal Baily Farnum, Massachusetts State Director of Art, will be one of the speakers and a report of the work accomplished by the Federated Council on Art Education will be an interesting feature of the meeting. Other features of interest are a Teacher Placement Bureau for members of the associations, a visit to the Iowa State College at Ames, visits to the well equipped new Des Moines Schools, educational and commercial exhibits and time to get acquainted at the teas, luncheons, and receptions which are being planned by the local committee.

City superintendents, supervisors, and teachers will find this meeting full of interest and inspiration.

One and one-half fare rates may be secured from the railroads by asking for a certificate when the ticket is purchased.

Membership and further information may be obtained from Mr. Raymond Fell, Secretary of the Western Arts, Dayton and Baymiller Streets, Cincinnati, Ohio, and from Mr. Leonard Wahlstrom, Secretary of the Vocational Association of the Middle West, 1711 Estes Avenue, Chicago, Illinois.

The Cross Roads school in McDonald county near Stella burned recently. The loss is partially covered by insurance.

Harwood recently had a disastrous fire when the high school building burned. The loss amounted to \$14,500.

The Burch school near Farmington burned but the loss is partially covered by insurance.

The Wilbite school house, eight miles west of Milan, Sullivan County, was totally destroyed by fire February 17th.

Miss Shelton, a teacher in the Eldon schools, has resigned her position there and will teach in the public schools of Kansas City.

Miss Ruby Phillips of Paris, Mo., has been appointed by the Board of Education of St. Charles to take the place of Miss Ruby Gray who resigned recently.

## SUMMER EMPLOYMENT

We shall need four capable teachers to fill responsible positions in our educational department this summer; liberal salary; this fall permanent connection could be made with our company if services have been satisfactory. Address

#### EDUCATIONAL EXTENSION DEPARTMENT

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**Green City** recently let the contract for the construction of a new high school building. The work on the building will begin at once.

**Brashear** recently voted bonds to the amount of \$24,000 for the erection and furnishing of a new school building.

**The Three Springs** community near Poplar Bluff recently voted a bond issue of \$1,600 for the erection of a new school house for that district.

Contracts have been let for plans and specifications for all buildings to be erected or improved in the \$750,000 school rehabilitation program of Joplin.

**Miss Mary Brown** of Mexico has accepted a position in the schools of Joplin.

**Mrs. Elzea** has resigned her position in the New London schools and **Miss Hazel Martin** has been selected to fill her place.

**Miss Hazel Wilson** of Rothville has accepted the position as head of the English Department at McMillan high school, Mexico. The place has been filled by **Miss Mary V. Houston** since the resignation of **Miss Winnie Gibbs** last fall.

**The Evangelical Lutheran** congregation of St. Charles is planning to build two rooms at the cost of \$8,500 to the present Lutheran school.

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### LIBRARY BOOKS

### *School Supply Catalogue*

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**Miss Elva Grimes**, assistant in the art department at Hardin College, Mexico, has resigned her position and will go to Florida.

**Mr. Adolph Kunz**, science teacher of the Marshall high school has resigned and will go to the University of Iowa where he has a position in the science department. J. W. Adams, Jr., has been elected to fill the vacancy at Marshall.

**Mrs. Grace Hibbs** has resigned her position in the grade school of Unionville and Miss Leonore Yount has been elected to fill the vacancy.

**The Kansas City School Board** has purchased a site between 13th and 14th streets on Wabash Avenue for the new Jefferson School.

**C. A. Greene** has been reelected superintendent of the St. Joseph schools for a two year term.

**D. U. Groce** has been reelected superintendent of the Rich Hill schools.

**Miss Delaine Brownfield** of Lees Summit has been elected to fill a position in the Irving school, Carthage, Mo.

**Miss Sara Bennet**, music instructor in the Manual Training High School, Kansas City, has resigned her position and Miss Violet Clausen has been elected to take her place.

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The Junior College of Trenton Missouri is planning to conduct a summer term for the accommodation of students living in that section of the state. For this purpose is it planned to employ additional faculty members to meet the demands of students desiring special work in education.

Principals and supervisors of the Joplin schools have formed an organization which plans to meet monthly to consider their mutual problems. The officers of this new organization are W. H. John, Chairman, and Mrs. E. F. Decker, Secretary.

Miss Margaret K. Slater who for 56 years had been a teacher in the public schools of St. Louis and principal of the Rock Spring school for 31 years died at her home in that city on February 3rd. Miss Slater was a contributor of verse to newspapers and magazines and a deep student of philosophy.

Mr. John L. Lounsbury has been recently elected principal of the new Woodrow Wil-

son high school in Long Beach California. Mr. Lounsbury was superintendent of schools at Mindenmines in Barton county, Missouri for two years, going to California in the fall of 1922 to become principal of an elementary school in Long Beach. At the present time he is principal of a junior high school in that city and will assume his duties as principal of the high school in September. He is a graduate of Springfield Teachers College and received his Masters' Degree from Leland-Stanford University, where he specialized in school administration.

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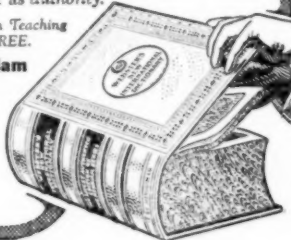
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Rolla high school is to have a \$50,000 addition built this spring and summer.

The Maplewood school district recently purchased a ten acre tract of ground on which will be erected a school building in the near future.

Fourteen county superintendents of Southeast Missouri were enrolled in the recent two weeks course offered by the Southeast Missouri Teachers College at Cape Girardeau for the purpose of studying rural problems. Five of the superintendents were women and nine of them were men. "The Capaha Arrow" recently published the comments made by the superintendents enrolled in this course, all of which were complimentary in the highest degree.

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Mr. Charles B. Reynolds, principal emeritus of Northeast high school, Kansas City, died recently. Mr. Reynolds had been connected with the Kansas City schools for 29 years.

The Kansas City School Board has purchased a 5 acre tract between 37th and 38th streets, Jackson and Spruce Avenues, as a site for the erection of a school to supplant the Seven Oaks school at 39th and Cleveland.

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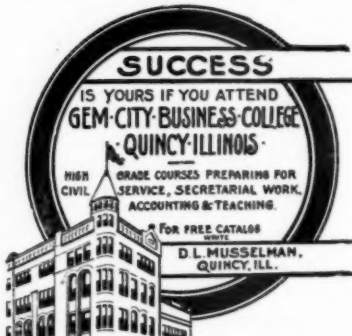
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Cape Girardeau plans to build a new grade school at a cost of \$164,000 according to Supt. J. W. Whiteford.

Bishop E. L. Waldorf of the Methodist Episcopal church announces that ground for the proposed Lincoln and Lee university is to be broken late this fall and the actual building operations are to be started next year.

Missouri Christian College Students' Association in Camden Point announces that plans are being made for the addition of a fourth story to the St. Joseph Unit of the college.

## NEW BOOKS

**The Applied Psychology of Reading, with Exercises and Directions for Improving Silent and Oral Reading,** by Fowler D. Brooks, Ph. D., Associate Professor of Education in Johns Hopkins University. Pages 278 plus XVII.

The author has succeeded in getting a vast amount of material on his subject within the pages of an ordinary sized book. Problems are clearly set and exhaustively discussed. The language used is non-technical. Questions and exercises follow each chapter. A rather complete bibliography of references is given.

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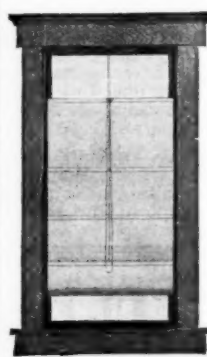
**Our Trees and How to Know Them**, by Maddox and Parkins. Pages 180. Published by Chas. Scribner's Sons.

Our wide variety of trees, how they grow, the dangers with which they have to contend, how wood is used and the progress of forestry in the United States are some of the topics discussed in "Our Trees and How They Serve Us" by Maddox and Parkins. Mr. Maddox is State Forester in Tennessee and Professor Parkins is professor of geography in George Peabody College for Teachers at Nashville. He will be remembered in Missouri as a member of the geology department of the University of Missouri a few years ago.

The book is avowedly written for use in elementary schools and deserves consideration by teachers who undertake to present the rudiments of forestry to their pupils. A forester who lacks experience in teaching in elementary schools can only express the hope that the book will prove its worth for the need it undertakes to fill is an urgent one throughout the country.

**Trees of Ohio, Indian Homes, Mound Builders**, Published by the Cleveland Museum of Natural History. Price 15 cents each.

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**Character, Conduct and Study, How to Make the Most of School Life, Suggestions for Students in the High School,** by William H. Cunningham. Pages 118. Published by G. P. Putnam's Sons, New York. Price 90 cents.

This book was prepared at the request of the Boston Head Masters' Association. It is written to the high school student in a style and of such matter as will hold attention and provoke thought. Most of the book is devoted to "How to Study". A chapter of discussion is followed always by a chapter of problems and projects. The book should commend itself to every school library, or better, as a foundation for group study of problems which are fundamental in their character.

**Little Ugly Face, and Other Indian Tales,** by Florence Claudine Coolidge. Published by The Macmillan Company. Pages 181 plus VI.

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**The Measurement of Achievement in Geography**, by Mendel E. Branom, Head of the Department of Geography, Harris Teachers' College, St. Louis, Missouri. Pages 188 plus IX. Published by the Macmillan Company.

Thirteen chapters discuss very thoroughly the use, need, value, materials, and criteria for adjective tests in geography. The unreliability of subjective tests is established by a series of very interesting experiments and the data of these are clearly set forth. Chapters on the determination of test material and the mechanics of tests are full of valuable details and effective suggestions. Place-geography tests, and factual-tests problem tests are separately considered. Valuable chapters on available geography tests and scales, practice tests, and the interpretation of objective tests are given.

**Directed Observation and Supervised Teaching**, by J. Herbert Blackhurst. Pages 420 plus XII. Published by Ginn and Company, Price \$1.80.

The author has given specific aim to student-teachers and their directors in the matter of observation of classroom work. This book might be described as a laboratory manual for students of teaching, the laboratory being the classrooms they visit for the purpose of learning the conditions and activities of their art. With each chapter is aim clearly stated and the content of the chapter is a discussion of the method of reaching that aim.

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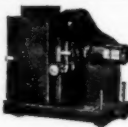
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**Books of Goodwill, Vol. 1**, by Florence Brewer Boeckel. Pages 118 plus VII. Published by National Council for Prevention of War.

This is the first book of a series being issued by the National Council for the Prevention of War "in the hope that it may help children learn how to live happily in an interdependent world". The author says that this volume is not a finished product but rather a lure for suggestions from which a better volume can be made. However, it is a very commendable beginning and in itself valuable for the development of attitudes of Goodwill in school, on the playground, in the community and family as well as among groups and nations.

The material is grouped as follows: Stories to Read and Tell, Poems to Read and Learn, Pageants and Plays to Act, Games to Play, Things to Do, Projects of Goodwill, Songs to Sing, Children's Prayers, What to Do on Special Days, and Other Books to Read.

**Teaching Children to Read, A Manual of Method for Elementary and Junior High Schools**, by Paul Klapper, Ph. D., Dean of the School of Education in the College of the City of New York. Pages 304 plus XXII. Published by D. Appleton and Company.

This is the fourth edition of this popular book. It is, however enlarged and thoroughly reorganized.

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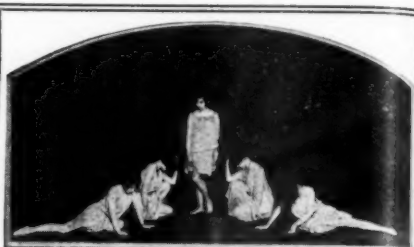
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**The First Days at School**, by Hugh C. Moeller, Supt. of Schools, Black Hawk County, Iowa, and Thomas J. Tormey, Supt. of Schools, Grundy Center, Iowa. Published by Ginn and Company. Pages 74 plus VIII. Price 60 cents.

This is a collection of methods and devices for beginning pupils to be used by the teacher during the first days of school preceding the organization of the more formal work. It is especially adapted to rural and village schools where teachers have the minimum of supervisory help.

**The Children's Own Book**, by Elizabeth Hall, Blanche A. Allen, Jean Baillie, Clara S. Crockett, and Gertrude O. Terrill. Pages 133 plus X. Published by Benj. H. Sanborn & Co.

This book is the result of the work of a group of Minneapolis first grade teachers who four years ago began preparing their own materials for teaching. The children were active workers with the teachers. The stories were developed out of the children's own minds. The illustrations are those made by the children. The introduction and numerous notes give the teacher a complete method for using the material and an idea of the pedagogic principles underlying it.



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K E Y S T O N E	<p>Bridge the Gap— Kindergarten to Primary Grades.</p> <p><b>THE KEYSTONE BOOKLET SERIES</b></p> <p>By LAURA ZIRBES, COLUMBIA TEACHERS COLLEGE</p> <table> <tr> <td>1. HOME &amp; SCHOOL PLAY BOOK</td> <td>3. OUTDOOR PLAY BOOK</td> </tr> <tr> <td>2. A BOOK OF TOYS &amp; GAMES</td> <td>4. ANIMAL PICTURE BOOK</td> </tr> </table> <p>STORY OF MILK—WORKERS AND THEIR WORK for those who have learned to read.</p> <p>DONALD P. MOSSMAN COLUMBIA, MO.</p>																1. HOME & SCHOOL PLAY BOOK	3. OUTDOOR PLAY BOOK	2. A BOOK OF TOYS & GAMES	4. ANIMAL PICTURE BOOK	K E Y S T O N E
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